

City kids learn how to live

The project team members only worked with children under the supervision of teachers. At the comprehensive school a scheme was devised in conjunction with the C.S.E. social studies course, and although the team worked in the classroom, its main object was to provide ideas and contacts in the neighbourhood, to organize visits for pupils outside school and to arrange for speakers to go into the classrooms.

All children were encouraged to carry out local surveys. They took the teachers out to show them the local area and what was important to them, such as where they, their friends and relatives lived, their local shops and the street shops selling the cheapest sweets.

They showed their favourite playgrounds, the fourth floor balcony from which a man jumped, houses that had been burned down and so on. The first year at the junior school found out about jobs done by local people. A home-school liaison team was appointed to make contacts with parents and other local people.

Parents were encouraged to enter the school at any time and some were invited to work with the children. Special events for parents and children were organized and every week parents were invited to a community evening.

School and Community in the Inner City, set up in 1975, the project's aim was to find practical ways of helping teachers to base their work on pupils' experiences of the neighbourhood.

The don who went gunning for the anti-violence gang

James Halloran is such a disappointed man. Ten years ago he was set up in Leicester with his research centre and money and assistants and he ought to have shown long ago what any sensible body knows for themselves—that all this violence on television is to blame for all this violence off it.

Wasn't an American lawyer saying only recently that his 15-year-old client charged with murder was in a state of "involuntary subliminal intoxication" after a lifetime watching *Kojak*? And didn't Dr William Belsey tell the British Association only last month that his researches led him to little doubt watching violence on television made boys more violent?

At this point Professor Halloran, head of the Centre for Mass Communication Research at Leicester University, shakes his head and from a ballerina Yorkshire background comes out fighting. "The television-causes-violence lobby just haven't proved their case, he thunders.

"People like Mrs Whitehouse pontificate about things they don't understand. They have no respect for evidence. They make unqualified statements about things which are uncertain, unproved. How do they know what is good research or not? Mrs Whitehouse just quotes from research selectively to suit her purpose."

Well she's not a scientist, a non-professional researcher, does she, what about Dr Belsey, who is a pro?

The head shakes again but quicker, with impatience. "For a start we have not yet seen Belsey's full report. But it is worth remarking that Belsey's results were obtained by merely asking his subjects how they behaved. When we did a similar study a few years ago we didn't just rely on what the youngsters said they had done. We also got among their families, teachers and friends for evidence."

"We looked at the television viewing of delinquents and found it didn't differ much from that of non-delinquents from the same socio-economic background. And there was the same lack of any significant difference when we compared the media absorption of aggressive and non-aggressive teenagers in the north-east of England."

"I really think Belsey is sociologically naive. He just does not ask the right questions. He is attempting to assess the influence of a single medium in isolation from other forces in society. This just is not on. The definition of violence in his research confirms this naivety."

The emphasis on quality of research is the clue to Halloran's steady supply of sturdy answers to souls who come to him for certainties. It has nothing to do with moral values. While young Mary Hutcheson (marriage changed it to Whitehouse) was travelling the Midlands with the Oxford Group Christians, a younger Jim Hartman was absorbing the ethical snarmites inescapable from a conventional Catholic family and grammar school in the West Riding.

The 50-year-old father of four talks now. "The Whitehouse of this world think they have the monopoly of moral concern. I am just as concerned, probably more than they are, about the major social issues of our time. But if you do not diagnose the problems correctly, how can you expect to see the right prescription?"

"An increasing number of children are being hit scientia, refusing to advance an inch until another newly discovered fact in his back prods him a further step forward."

"These grassroots moralists are not consistent in their approach to violence. There are many forms of violence they choose to ignore and some which they appear to support, or at least condone. War, capital punishment, corporal punishment, some aspects of police practice or police behaviour—do they never think that the approval society gives to some form of violence, particularly those legitimised in the name of social control, is maybe making a contribution to violence? They are so eager for the simple causal relationship to support their position."

"To show his contempt for the

sophistication of this approach, Professor Halloran will toss out a confusing, debating point. "The greatest increase in the incidence of violence among adolescents in the 1960s was in the one urbanized, industrialized city which had no television at all—Johannesburg."

Halloran, the scientist would not dream of drawing any conclusions from that.

The more informed of his critics though, believe they have a bigger

JUST BECAUSE A TELEVISION PROGRAMME HAPPENS TO INCLUDE A FEW MINUTES OF PEOPLE BEING BLASTED TO MINDLESS PEICES OF...



...GONE AT POINT BLANK RANGE OR BEING SAVAGELY PUMPELLED IN THE GRAN TUL THEY CUGH UP...



...BLOOD OR HAVING COLD STABLE PLUNGED INTO THEIR STAMACHS AGAIN AND AGAIN AND AGAIN, DOESN'T MEAN...



...A YOUNG LAD LIKE ME IS CLOING TO BE ATRICTED IN ANY WAY.



...UNLESS, OF COURSE IT'S...



...IN COLOUR!



piece of ammunition to blast him with. They point to the million-dollar research programme on which the United States Surgeon-General produced in 1972 and which Professor Halloran acknowledges to be the biggest and most expensive so far. But he challenges those who claim it established a simple causal link—media violence equals violent behaviour.

THE TIMES EDUCATIONAL SUPPLEMENT 21.10.77
Ex-minister says he went slow on Labour's education policies

Rebel Reg Prentice rewrites his record

by Mark Jackson

Mr Reginald Prentice, MP, having defected from the Labour Party to the Tories, seems set on devoting his reputation as one of the toughest and most purposeful education secretaries.

As Secretary of State in 1971 and 1972, Mr Prentice announced the phasing out of direct grants, and set about cutting back spending on schools, training teachers, and so on, including Mrs Thatcher herself, denounced him frequently as a bully.

Now, recollecting these years at Elizabeth House in an interview this week, he points out, though with approval, that in now saying the cameras will concentrate on his own particular view of himself and society.

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The new Tory backbencher at home. Behind: hand on heart, spelling out policy as Education Secretary—1974.

although he had voted for it. "I left the situation open," he said. "I had been any different?" "I don't want to suggest that I had a clear picture of the details in my mind then and certainly not now, but it might have left a greater degree of local option open." He believed it was for central government to say what sort of school system we should have, and for local authorities to decide how and when.

But he was convinced that the comprehensive system had been a success story and that people did not want the 11 plus back. "The existence of direct grant schools need not make a fully comprehensive system unworkable—particularly if the Conservative idea of assisted awards replaced the grant

But Mr Armstrong insists that at no time did Mr Prentice hint that he was anything but completely behind the commitment to get rid of the direct grant. He and other members of Mr Prentice's former team say they are still convinced that he was fully committed in pri-

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Humbug and indifference, Dr Midwinter

Sir,—Eric Midwinter's article on what he calls "cooperative" schools is quite disingenuous. He is impressed by the "fervent energy" and the "competent appraisal" as well as, on occasion, by the "vivid presentation" of the cases prepared by groups of parents, community associations and so on, in arguing for the retention of the schools they happen to like (and which Dr Midwinter happens to like).

Patronage feelings on the part of parents, pupils and teachers are, he thunders, almost an argument in their favour, especially when they are ready to do battle with the might of the local authority. If families have built up a loyalty for a school—if they feel some affection for a school—who, asks Dr Midwinter, is to gainsay them? Well, he himself for one.

He next touches on the delicate issue of finance (did someone say direct grant, the cad!). The cooperative school would give some parents and children "more than their fair share of the available resources", but, of course, this is nothing analogous to the privileges (what are they?) of "exclusive" fee-paying schools.

Any financial deficit would be made good by the parent-teacher association or community group (there is the progressive phrase for you). These bodies are to raise the funds "as best they might". There would be no "direct"—careful with that word—financial pricing of a place. Parents would have to join the association or trust, but that would be the only condition. The schools would be open to all.

In Dr Midwinter's Utopia there are no parents unwilling to pull their financial weight; no problems of over-subscription.

For a humbug, educational and political intolerance, and cynical indifference to the financial sacrifices made by parents who expose to send their children to schools like this, Dr Midwinter's article takes the biscuit.

BERNARD V. SLATER,
21 Mariner's Drive,
Heaton, Bradford.

... or a fair and open system

Sir,—I was sorry to read in J. E. Moran's letter that he had not apparently thought of encouraging his top-class Oxbridge candidate to have another bite at the cherry. With results like those, he/she must certainly have been in a very strong position to be given a place for October 1978, and there must be few colleges that would not have welcomed this candidate with open arms if he had made application a second time this autumn.

The Oxford and Cambridge colleges are, I realize, well able to defend themselves, but I would say in their defence as a head who has, over the last 10 years, eight of them in a small East Midlands industrial town in a school like Mr Moran's, recently reorganized—sought to encourage able youngsters to have a go for Oxbridge, that the system of getting a place in a few grades, or on the exam taken in the fourth term of the sixth form course or the seventh term, *there does seem to me to be a very real variety of avenues of entry, enabling a weak candidate to show his potential.*

R. P. BROWN,
Head,
Royal Grammar School,
Ilkley Wycombe,
Buckinghamshire.

We are all liable to get disappointments. The deputy head-

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Blame it on the candidate

Sir,—Some five years ago, I encouraged a candidate with excellent O levels to take the college entrance scholarship exams as a pre-A level candidate. Despite a firm recommendation from us, he was not offered a place, and in a private conversation the appropriate Fellow suggested that the boy was unlikely to obtain better than three Cs at A level. Six months later he duly obtained three As, with two 1s in his S papers.

The school had facilities for a one-term post-A level course, so the boy returned to take the exams again. Shortly after the beginning of term, he received an unconditional offer from the college, but still took the entrance scholarship examination. He did not receive an award. Four years later he gained a first-class honours degree.

This case would seem to offer further support to Mr Moran's thesis, except that I omitted one fairly vital point—the candidate in my case was from an independent school. Mr Moran suggests that he can draw only two conclusions, discrimination and incompetence. Has he not considered the simpler (and far more likely) possibility—that the candidate quite simply failed to do himself justice?

D. J. POWNEY,
1 Eastview Drive,
Rayleigh, Essex.

Eyes open to the nature of the game

Sir,—I sympathize very much with Mr Moran's plight for his experience is assuredly not unique. But he is perhaps naive if he thinks that the colleges at Oxford or Cambridge would even concede the idea of central control over the selection (with whom?) of their undergraduates.

He must, first of all, appreciate that the UCCA game is simplified itself compared with the specialized knowledge required to enter the fierce yet subtle Oxbridge race, where at least as many "good" candidates are rejected as are accepted. One cannot doubt the considerable time and care which is given to the process each year by innumerable college fellows. But it is vital to temper enthusiastic encouragement with realism when talking to potential applicants.

This is particularly necessary if a fourth-term candidate is submitted with virtually no special preparation. For the first time in their lives, academically able youngsters who have not been seriously troubled by exams to date, can find themselves facing question papers that really tax them.

And their position is made worse by the fact that most of us screen carefully before we even suggest to our pupils/students that they might consider trying Oxbridge. Our

strong candidate is joining many others, the majority of whom can present equally formidable O level grades/A level predictions.

My experience does not lead me to think colleges invincibly when they claim to want to broaden their range of intake—there are even rumours of positive discrimination in favour of establishments which do not have the advantages of more selective, traditionally "hot" houses (US Supreme Court notes).

But the entrance exam (with interviews) is still more highly regarded than even the best A level performance as a selector, predictor and faced with a swirl of swans, taking those whose nests are known. In their position they are never going to satisfy all the customers anyway.

If we join the scramble for Oxbridge, we must do so with our eyes well open. We need not do too many tears, however, we hear that they are looking for more good candidates. I suspect that the DENTON HOLLAM, Cricklade College, Hampshire.

Sir,—I would like to make two points on Mr Moran's letter.

First, I will commit the error he has made of arguing from the par-

Metric mystification

Sir,—I received recently, on Her Majesty's Service, a specimen copy of "How to Write Metric, a style guide for teaching and using metric units". It is now de rigueur to denote metres per second" by the symbol ms—fair enough—but we are told that it is "appropriate in speech" to say this as "metre second to the negative one." How out of touch with reality can we get?

Moreover, I wholly deplore the assertion that "in Britain, the usual decimal marker is a point on the line". This is quite untrue. Because on the continent a comma is used where we would use a decimal point, we are now supposed to write 3 000 000 instead of 3,000,000. It is amusing to note that someone has tumbled to one of the more drastic disadvantages of this gimmick—it is indivisible on cheques.

A. R. PARGETER,
Blundell's School.

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My introduction to a horror of the classroom

Sir,—In my first week of observation before teaching practice I was placed in a really nice school with most of the members of staff being pleasant and friendly and a nice class of 30.

My problem? The class teacher, a man surely all student teachers should be placed with! My first shock was the actual state of his classroom—had a hurricane really hit it? No, I later learned that this was the general appearance of his classroom—there were books strewn everywhere, the walls were bare and a dirty plate, knife and fork rested below a pile of unmarked books, empty crisp packets and Christmas card catalogues. When I tackled him about organization and the planning of lessons, he was dumbstruck. I don't know you students worked so hard, he said.

The following days were to bring more excitement. While talking to me he had a rather disturbing habit of leaning over me and placing his sweaty paws on my knees or his head on my shoulder. All this I could have borne if an open-minded person) but the final blow came on the Wednesday afternoon when he left me to take a lesson while he sat quietly in the corner of the classroom, legs crossed, needles poised to knit his current girlfriend a jumper. He sat mumpiling "knit one, pearl one" while I tried to teach an unprepared maths lesson to the full class.

I feel it quite unnecessary to add any more about this teacher's gross incompetence, only to say that if any student wants an eye-opening period of observation there is now a place available.

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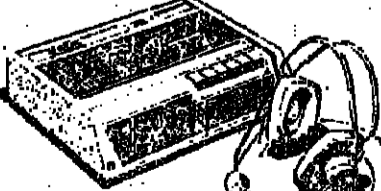
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Packaged blood tests

by Sue Adinell

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Philip Harris Biological Ltd, Oldmaxon, Weston-super-Mare, Avon, BS24 9BJ.

There are two forms of these blood grouping kits: a simple ABO card and a more sophisticated ABO Rhesus card. Inside the cellophane wrapping of each is a sterile blood lancet and an antiseptic swab.

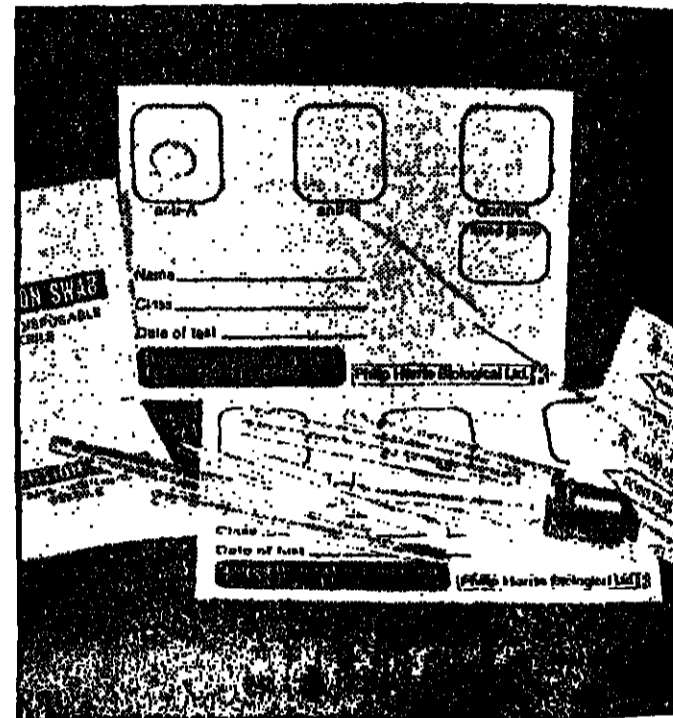
Both types of card are clearly laid out; the ABO card has four panels containing Anti-A serum, Anti-B serum, a control serum and a space for the result. The ABO Rh card has two extra panels, one containing Anti-D serum and the other for the result of this Rhesus test. The Anti-D serum appeared cracked but it did not crack off on any of the cards and thus did not affect the result of the test.

The kits also contain grey plastic mixing sticks. These are used to mix water into the dried antisera spots, and then to transfer a blood sample into the different antisera. One small test pipette is supplied in each kit, which means that every student has to be provided with a test pipette to be able to carry out the practical.

A set of ready-weighed sodium chloride is an additional item with the ABO Rhesus kit, since saline has to be mixed with the Anti-D serum instead of water.

The teachers' notes are clear and explain concisely how to take a blood sample and how to use the cards for the best results. To help with the interpretation of the results, there are two photographs showing agglutination, together with a chart. Safety factors are strongly emphasized throughout this leaflet.

A group of fourth-year students who tried these cards were quick to understand what to do, and they see about undoing the packaging. (Beginning this practical is rather like tackling a British Airways meal tray!) The students found it



The Harris A, B, O Kit M83010/7

easy to identify agglutination and the results showed the cards to be reliable. Once dry, the cards were stuck into the student's exercise books as a permanent record of the practical.

The kits can be stored at room temperature, but their shelf life is considerably extended if they are stored in a refrigerator. Each batch is stamped with the expiry date on the box.

In the past, blood grouping kits have proved to be expensive items. But the Harris ABO cards work out at a little over 16p each, and the ABO Rh cards are 25p each—con-

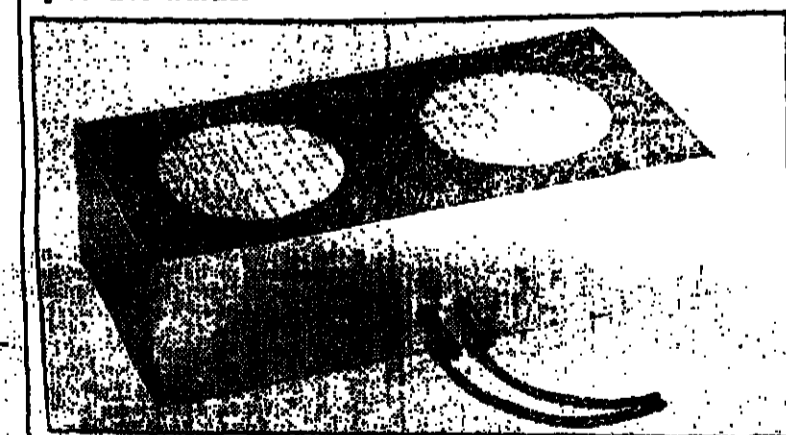
siderably cheaper than other kits. In all, I can highly recommend these kits to biology teachers as convenient, and safe to use, well as easy to order as a kit instead of the various components.

Laboratory preparation is reduced to a minimum. The benefit from doing an experiment (which is the main aim of the practical) and being able to put a permanent record of their work.

Sue Adinell works at the Department of Educational Studies, University of Oxford.

Light on the subject

by John A. Barker



Griffin Petri Dish Illuminator CW-610-T £9.90
Griffin and George Ltd, 285 Ealing Road, Alport, Wembley, Middx HA0 1HJ.

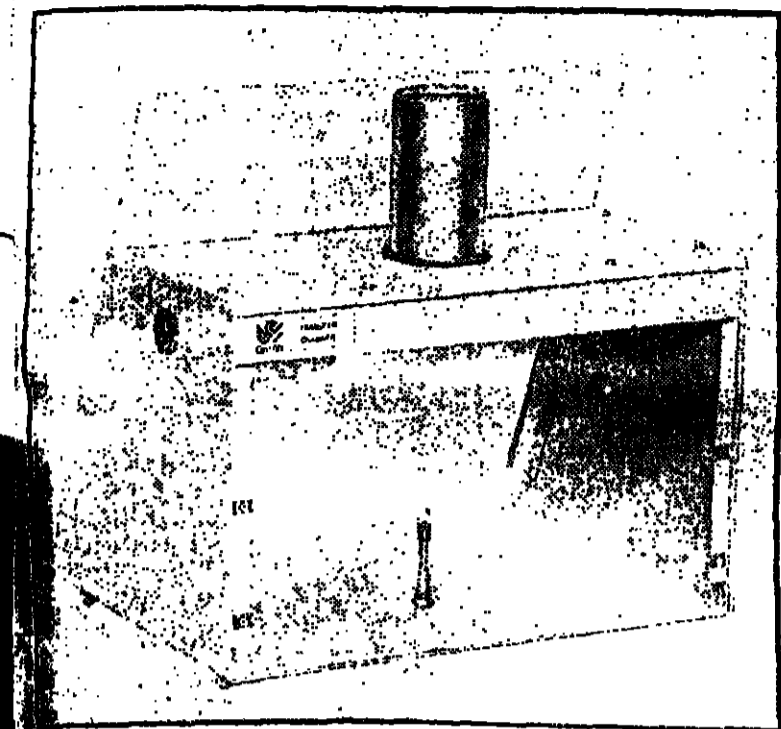
The apparatus enables a convenient examination to be made of one or two Petri dishes. It consists of a cuboid metal box, 290 by 140 by 75 mm high, open at the two ends. Inside are two sockets with 12V, 5W bulbs and there is a pair of four mm sockets on one of the sides. The top is of a piece of black plas-

tic with two white translucent circles 95 mm in diameter, graduated in 10 mm squares. In use the bulbs are lit and one or two Petri dishes are placed on a white circle.

This design is very neat and the illumination is more than adequate for most purposes. With a mounted lens, such as the Griffin dissection magnifier (MAH-850-V), and a tally counter, the apparatus makes a simple but effective colony counter. It would also be useful in demonstrations of microbiological cultures. The apparatus is simple and would be relatively easy to make.

Visible chambers

by John A. Barker



Griffin Transfer Chamber YUA-150-N £38.97
Griffin & George Ltd, 285 Ealing Road, Alport, Wembley, Middx HA0 1HJ.

The chamber, which is made of sheet metal, is sent assembled in a stout cardboard container well protected by internal packing. The external dimensions are 460 x 330 x 300mm high. It is supplied with notes on its use, but a burner tube and a UV holder and bulb are not included.

The chamber, though similar to the Harris model reviewed in the TES (February 22, 1974), differs from it in a number of ways. First, it is not a self-assembly model. This has the advantage that it can be brought into use very quickly and is of a slightly more rigid construction.

The disadvantage is that, where space is at a premium, the chamber takes up about 0.045 m³, although it could be used for storing microbiological items. A socket is provided for a UV lamp holder. If it

was used on a normal laboratory bench, there is little chance that UV radiation would reach the unprotected eye of the user. In any event, the transparent plastic window should absorb any dangerous radiation.

Unlike the Harris model the front consists of a sheet of transparent plastic, which slides up and down. There is a stop so that it can be held in place to provide a working aperture of 150mm. The back is also constructed of clear plastic which means that students can watch the operation of the chamber. A fitting in the base allows a burner tube of the appropriate type to be screwed on and tubing from the gas supply is connected beneath the chamber. The central ventilation chimney is filled with steel wool to act as both a filter and an incinerator for contaminants, such as fungal and bacterial spores.

The chamber is easy to use, the absence of a movable burner inside is an advantage as it avoids the possibility of a misplaced burner overheating the chamber roof.

Moreover, the burner tube does not get in the way as much as a complete burner.

It is important to clean with a suitable disinfectant to surface sterilize the interior. This is easy as there are few awkward corners or crevices, but would be even easier if all bulbs were fitted with rounded nuts. In the sample under review six out of eight bolts had a flat rectangular metal fitting, some of which had sharp edges. Such fittings would be a source of cut fingers and lurking micro-organisms.

There has been at least one case of a transfer chamber exploding. This occurred when the burner went out and was left without allowing enough time for the gas to escape and disperse. The notes should be revised to mention this possible hazard; they might also include a warning on the danger of eye exposure to ultra-violet light.

With these provisos the Griffin Transfer Chamber can be fully recommended. This type of apparatus is important for any school biology department where courses include a significant element of microbiology.

Sucking up

Harris Osmosis and digestion apparatus B 76400/7 £7.80
Philip Harris Ltd, Lynn Lane, Shenstone, Staffs WS14 0EE

This apparatus was designed to simplify the setting up of experiments using visking tubing. It consists of five specially designed hollow brass connectors, with a luer fitting, five plastic 3-way taps, and 5m of 14mm diameter visking tubing. No instructions for use are supplied, although the idea is simple and there is a brief account of investigations using the apparatus in the Philip Harris catalogue.

To demonstrate the phenomenon of osmosis, the 3-way tap is fitted to the brass connector. A length of visking tubing is softened in water, tied at one end and the other end fitted on to the brass connector. It is held in place with a rubber band. Using a hypodermic syringe fitted into the side arm of the 3-way tap, the visking sac can be filled with a strong aqueous solution of a substance such as sugar.

A hypodermic needle is placed on the vertical opening of the 3-way tap, the tap closed and the apparatus left for a time in a beaker of water. On opening the tap to the sac and the needle, the osmotic uptake of water bulges up the pressure and causes a fine jet to be emitted from the tip of the needle. This was tried, using a 20cm length of visking tubing. The most frustrating and difficult part of the operation was fitting the visking tubing over the end of the brass connector. The importance of wetting the tubing cannot be over-emphasized—rather a crucial omission from the notes in the catalogue. The sac was filled with a strong sugar solution and left for about 45 minutes.

After some failures the demonstration was very successful and a jet of liquid was obtained inside the tube of a school boiler. It is important not to use too concentrated a sugar solution, as the viscosity is then too high. The needle must have a wide bore, such as a 21G.

A great advantage of this apparatus is that once the fitting of the tubing has been mastered, a visking sac can be filled with liquids of a variety of investigations. Although initially not cheap, the expensive item, the brass connector, should last almost indefinitely.

John A. Barker

Is education a pain in the neck?

Literally, yes. Most educational establishments aren't known for the comfort of their furniture.

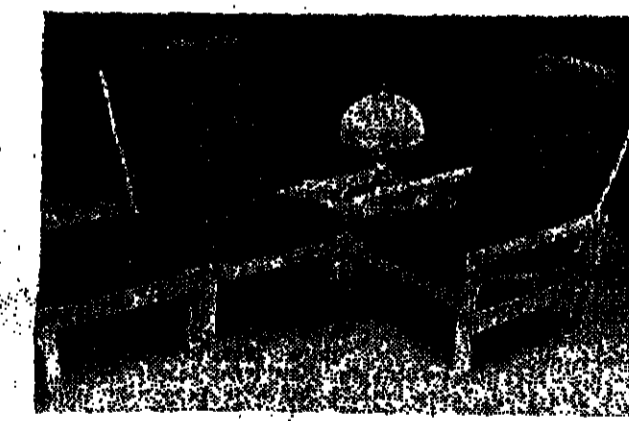
Which is something Parker Knoll could teach them a thing or two about.

Our extensive range of Contract chairs, sofas, and tables is just what you'd expect from Parker Knoll.

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The Illustrated LONDON NEWS NOVEMBER

Pond's WORK EDISON'S PHONOGRAPH Tony COOK THE FIGHT AGAINST RACISM NEW CHURCHES Norman Mess ITALY'S VIOLENT LEFT Leonard Small PROFILE OF PAT ARROWSDALE ROUND THE WORLD RACE COLOUR PHOTOGRAPHS

camera talks a series on BACTERIOLOGY

SPRINT 150

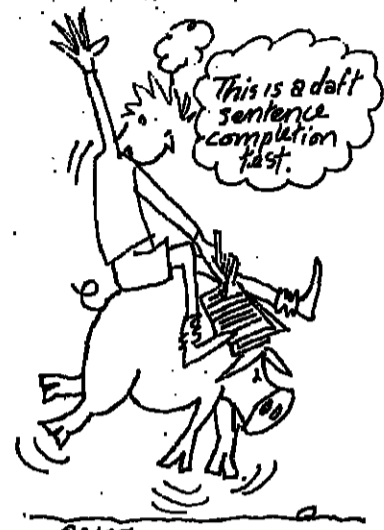
30



Inappropriate reading tests

Henrietta Dombey

With heavy hearts the boys ran out to play football on the field...



PRINCE

One can imagine a number of contexts for it: the school team hopelessly battling on despite having been defeated in every game...

When the sentence stands on its own, you might think these readings legitimate, that the sentence makes sense...

In the same test there are four plausible 'errors' which the hunt for the 'right' answer might stray into.

For the NFER, it seems meaning has to be literal and conventional. Boys leap over stiles, not high hills or vast oceans.

The sentence might conjure up for you a jolly picture of Uncle careering round the sty on the back of the prize sow.

Both the NFER and the Southgate test are fairly old, but they are being used in one large I.E.A. to measure the reading achievement of children between seven and nine years old.

All this feverish activity with measuring instruments seems to have been precipitated by the Bobcock Report and the Great Debate.

What has registered is their reading matters, and that whether or not standards are falling, the attainment of our pupils leaves something to be desired.

Governors in training

Ada Dickens

The Taylor Committee suggests all governors should be trained, and that initial and in-service courses should be provided.

The first course aimed to provide a forum where managers and governors with a variety of experience could exchange views...

Their most common characteristic was that they were not council members. Whether most councillors are too busy to make interested governors...

However, this questioning came not only from the young or newly appointed governors. Those with long experience were equally eager to clarify their role...

Two further courses were held in 1975-76. Enrolments increased on both occasions. The courses were substantially the same but the emphasis was altered...

Making their voices heard

Redvers Brandling

How often do we genuinely ask ourselves what children think for a frank opinion about the function of the school in which they spend every working day?

This was illustrated most convincingly by a recent exercise in this school. Children's opinions were sought about one specific aspect of the school's life—the assembly.

The school is a large JMI, on the outer fringes of London. The number on roll fluctuates round the 350-plus mark...

Assemblies are prepared with an eye to the children's interests. The new approach has been to decide upon the beginning of each term and incorporate gatherings of infants only, juniors only and combined groups.

Variety is sought in a number of ways. The most regular preceptors are the head, deputy head and the head of the infants' department...

Henrietta Dombey is a lecturer in educational studies, Brighton Polytechnic.

felt ill-used, frustrated, or even unsure that there was a job for them to do. They were concerned at the seeming emptiness of their position.

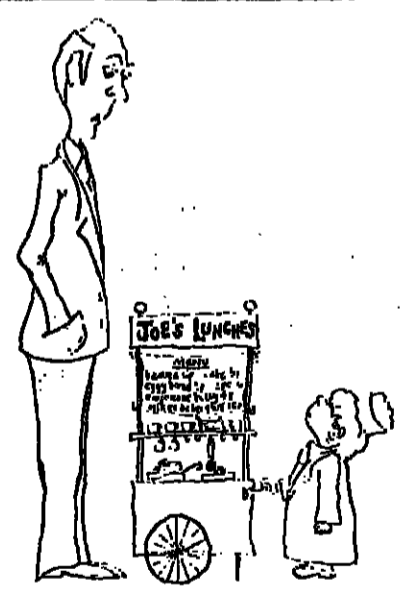
Southampton schools were at that time grouped, with one board serving each secondary school and its 'feeder' schools...

The third group, many newly appointed, all had copies of the new instruments and articles of management and government...

At the end of each course of six meetings we came up with an agreed model for the future, but with a heightened sense of the importance of the lay voice in education...

Professionals, it was widely agreed, have the expertise, but they are not ready to explain what they are doing.

Ada Dickens is Link-Tutor, Southampton University Centre for School, Southampton.



What I said in assembly about initiative and enterprise is beside the point, Tupper.

Redvers Brandling is head of Hurst St. Mary JMI School, Hurst, Hampshire.

Course members felt that they were to play a more positive role than they had been doing.

Heads and education officers to provide them with more ground information to aid understanding of the decisions made.

Officers of the I.E.A. committee procedures are making progress. The committee is now in the process of producing reports prepared by 'memory' head and a 'no head'.

At the end someone suggested that if only their own boards were to be consulted as to what they would do next, or what they would do to upset the smooth meetings.

This autumn the courses are continuing in three separate parts with the same cooperative spirit of university and local arrangement which has many at target for both partners.

Professionals, it was widely agreed, have the expertise, but they are not ready to explain what they are doing.

EXTRA

Aspects of English

A disintegrating discipline?

By Peter Abbs

It is, I believe, urgent that at a time of ceaseless change and reorganisation, we attempt to make our implicit assumptions about the teaching of English explicit...

This would be disastrous. A number of English teachers in their teaching represent a body of values and approaches which are of the utmost importance...

But this approach to English is now threatened, and in this article I want first to pinpoint some of the current threats to the deep and basic concerns of our discipline.

First, there is the danger of 'dis-

integrated studies'—studies, that is, which having been promotorily yoked together lose their inherent meanings and produce a sort of educational mush...

Shakespeare's time? In each case the poem has been selected for its liberal content. It is a poem because we are doing integrated studies...

Another book in the same series has Shakespeare's song 'When icicles hang by the wall' followed by 'It seems that weather conditions have not changed much since'

Shakespeare's time? In each case the poem has been selected for its liberal content. It is a poem because we are doing integrated studies...

I am not suggesting that all integrated studies necessarily involves such betrayal. I am pointing out a danger which the poet, as I have given clearly demonstrate...

A number of educational sociologists are forever urging the need for a 'realistically oriented curriculum', a 'relevant timetable'...

Authors in Their Age

General Editors Anthony Adams & Esmor Jones

Authors in Their Age places the major figures in English literature against the background of their times. The series is intended for students preparing for A-level English and other examinations...

Table listing authors and prices: Chaucer, Milton, etc.

A complete one-year course with all the material necessary to equip a class of 35 pupils.

DEPARTURES IN ENGLISH

An all-ability course for 13 to 14 years. North West English Group. A sample pack is available on request.

OPTIONS FOR ENGLISH

General Editor David Menzies. It is often difficult to assemble and suitably structure material for use with classes in the middle school range...

Table listing files and prices: Flannan Islet File, The Pied Piper File, etc.

Send for inspection copies, on approval to BLACKIE AND SON LIMITED, Bishopbriggs Glasgow.



CAMBRIDGE RESOURCES FOR ENGLISH TEACHING

General Editor: STEPHEN TUNNICLIFFE. A new series of multi-media kits for teaching English to children at all levels of ability in the first few years of secondary school...

There is no time to examine such a vast view of education here, but it is worth asking 'Why has relevant come to denote things functional and contemporary rather than things inward and cultural?'

Who decides what is relevant? Should it be decided for us by those who possess an alien and utopian philosophy of education?

I want now to consider the effects of a pervasive liberalism on English. I find in many young students studying education a belief that every intervention, every exercise, every guidance in schools is morally reprehensible because (it is claimed) it interferes with the natural unfolding rhythms of the individual child.

This strong and prevalent view dismayed, suspended the economic restoration (encouraged by Rousseau) that with the lifting of all constraints, all inhibitions, the good life would begin...

I have said it is an assumption but in many ways it is like a dream for it possesses all the elements of a dream.

Cambridge University Press, P.O. Box 92, London NW1 2DB.

OPINION

Best-Selling Textbooks

- Secondary Science Series
Foundation Science
L. J. Campbell, R. J. Carlton, E. J. Enright, R. S. Moore, H. E. Swain, R. H. Stone, D. W. H. Tipp and R. S. Wood

A Selection of Current Books

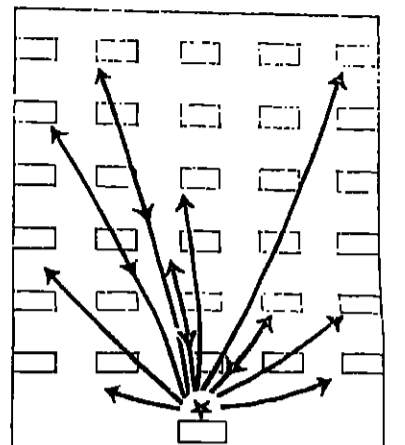
- Adams, Diana S. o 28-25 1977
Coda in Context
Andrews, Lawrence o 23-25 1976
The Education Act 1976

Churchill, Eileen M. o 14 1901
Counting and Measuring
Clark, M. I. o 14-75 1971
Higher Education in the Ancient World

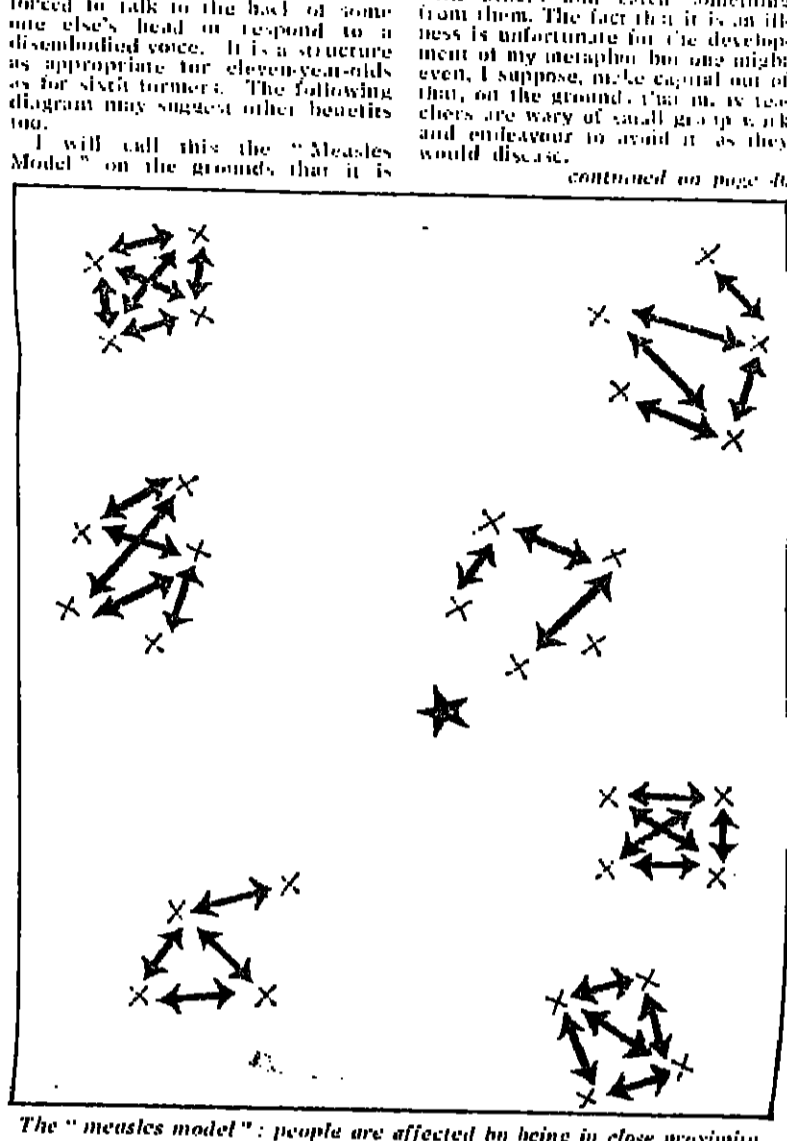
Murphy, James o 14-25 1970
Churches, State and Schools in Britain 1880-1970
Hargrave, David H. o 14-75 1972
Introduction to Education and Education o 14-75 1972

Shooting star or measles?
No single way of organizing children is the panacea for mixed ability teaching writes Richard Mills

In his short story 'Dead Men's Paths', China Achebe tells of the ambitious young headmaster, Michael Ohi, who in order to fulfil his great plans for 'Admiral Central School', is so intent on destroying them overnight...



The 'shooting star model': teacher as attractive source of interest...



The 'measles model': people are affected by being in close proximity.

Story bored? Then broaden your classroom resources with some exciting new books!

- Bulls-eye Books
19 bestsellers Series Editor Patrick Nobes
A paperback series of contemporary adventure stories carefully adapted and shortened for teenagers and adults by a team of practising teachers.

The Story Inside

Edited by Stuart Evans with a preface by Dr Charles Armour. Head of School Broadcasting, BBC Radio 4. A collection of eight short stories specially commissioned by the BBC for its 'Books, Plays, Poems' programmes.

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For inspection copies and further information write to the Inspection Copy Unit, Hutchinson Publishing Group Ltd., Church Road, Tiptree, Essex

Lecturers and Teachers are invited to write for inspection copies of books marked * to
ROUTLEDGE & KEGAN PAUL
Broadway House
Newtown Road
Henley-on-Thames
Oxon RG9 1EN



Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table with columns for Appointment Type, Subject, and Count. Includes categories like Domestic Subjects, English, Geography, etc.

Nursery Education

ESSEX COUNTY COUNCIL. Headship of Infant and Nursery Staff. (Roll 120) Group 2.

Primary Education

BORDERES REGIONAL COUNCIL. Primary Headships. Various posts in various schools.

Head

Baileidon and Brentwood Area. Bardfield County Infants School. Vange, Basildon. (Roll 180) Group 4.

Head

Casle Point and Roehford Area—RE-ADVERTISEMENT. The Montgomery County Infants School.

Head

Thurrock Area—RE-ADVERTISEMENT. Abbots Hall County Infants School.

Head

Newcastle upon Tyne. Headship of Junior School. (Group 4) (5 posts).



Essex County Council. The Times Educational Supplement. New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Teachers wishing to apply for a post in Scotland are advised to ask the Scottish Council for Education (SCE) for information about eligibility for registration with the Council.

Appointments wanted

Other classifications

Table with columns for Classification, Subject, and Count. Includes categories like Assessment Centres, Youth and Community Service, etc.

Other Posts on Scale 2 and above

AVON COUNTY COUNCIL. Deputy Headships. Senior Masters/Mistresses. Various posts.

CITY OF SALFORD EDUCATION DEPARTMENT. Various posts in Salford schools.

CLWD COUNTY COUNCIL. Various posts in Clwd schools.

DEBENHAM JUNIOR SCHOOL. Various posts.

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CITY OF SALFORD EDUCATION COMMITTEE. Various posts.

SUFFOLK COUNTY COUNCIL. Various posts.

WALSLEY JUNIOR SCHOOL. Various posts.

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CROYDON EDUCATION DEPARTMENT. Various posts.

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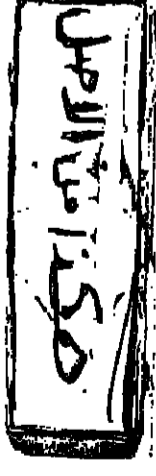
CROYDON EDUCATION DEPARTMENT. Various posts.

PRIMARY SCHOOLS HEADSHIPS. MONEGA JUNIOR SCHOOL. Monoga Road, London E12 6TT. Roll: 400 approx. Required January 1978.— HEAD TEACHER Group 6.

PRIMARY SCHOOLS Headships. SHAFESBURY JUNIOR SCHOOL. Shaftesbury Road, London E7 6FF. Roll 440. Required January 1978.— HEAD TEACHER Group 6.

NORFOLK COUNTY COUNCIL Education Department. REQUIRED FOR EARLY 1978 HEADS. Various posts in various schools.

Headship Vacant January, 1978. Roll 173 plus 18 full-time and 100 part-time nursery pupils. Burnham Group 5, salary £5,184-£5,808, plus Burnham additions £312 and £189, plus £402 London Allowance, plus £201/£276 Social Priority Allowance.



ilea Inner London Education Authority For teaching posts in Inner London See page 52

SECONDARY Music continued

HARTFORD AND WORCESTER

EDUCATION DEPARTMENT... Application forms and details are available from the Education Department...

HOUSLON

EDUCATION COMMITTEE... Application forms and details are available from the Education Committee...

KENT COUNTY COUNCIL EDUCATION DEPARTMENT

EDUCATION DEPARTMENT... Application forms and details are available from the Education Department...

LINCOLNSHIRE COUNTY SECONDARY

EDUCATION DEPARTMENT... Application forms and details are available from the Education Department...

WIGAN

EDUCATION DEPARTMENT... Application forms and details are available from the Education Department...

WIRRAL

EDUCATION DEPARTMENT... Application forms and details are available from the Education Department...

LIVERPOOL

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Other Posts on Scale 2 and above

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Pastoral

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WARRICKSHIRE... Application forms and details are available from the Education Department...

Lancashire County Council

CLOSING DATE 31st OCTOBER 1977. PRIMARY AND SPECIAL SCHOOLS. For application form and stamped addressed envelope...

SPECIAL EDUCATION. BROOKHALL HOSPITAL SPECIAL SCHOOL (S6M(61)). For application form and stamped addressed envelope...

SECONDARY SCHOOLS. SCALE 2 POSTS. CHORLEY SOUTHLANDS HIGH SCHOOL (160 Mixed).

SCALE 1 POSTS. ALL SAINTS R.C. HIGH SCHOOL (11-18 Mixed). For application form and stamped addressed envelope...

DUDELEY METROPOLITAN BOROUGH. THE HIGH ABBAY SCHOOL. For application form and stamped addressed envelope...

SURREY COUNTY COUNCIL. FRINGE AREA LONDON ALLOWANCE £160 p.a. THROUGHOUT THE COUNTY.

COMPREHENSIVE. CAMBERLEY, COLLINGWOOD SECONDARY. Teacher for HISTORY particularly 12-16 age range.

POSTS OF RESPONSIBILITY. Camberley, Collingwood Secondary. Teacher for HISTORY particularly 12-16 age range.

SCALE 1 POSTS. GUILDFORD, ST. PETER'S AND MERRING GRANGE R.C. COMPREHENSIVE. SOCIOLOGY and HISTORY teacher required.

Doncaster Metropolitan Borough Council

DANUM GRAMMAR SCHOOL. Application form and stamped addressed envelope available from the Head Teacher...

Head of Technical Studies Department. For application form and stamped addressed envelope...

Head of English Department. For application form and stamped addressed envelope...

MEKBOROUGH SCHOOL. For application form and stamped addressed envelope...

CHORLEY SOUTHLANDS HIGH SCHOOL. For application form and stamped addressed envelope...

ST. HILDA'S R.C. HIGH SCHOOL. For application form and stamped addressed envelope...

Teacher of Geography. For application form and stamped addressed envelope...

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County of Cleveland All Secondary Schools are mixed Comprehensive Schools. 11-16 SCHOOLS. MUSIC. LAURENCE JACKSON SCHOOL (Roll 1,808).

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Inspector of Special Education (District Rank)

Salary range: £8808-£9734 (inclusive of London Weighting and Phase 2 Supplement with possible progress to £10,640).

Inspector of Special Education required, with specific responsibilities in the field of hearing impairment, together with some general duties in other areas of special education.

Details and application forms from the Education Officer (EO/Estab 2A1), Addington Street Annex, The County Hall, London SE1 7PE. Please enclose a stamped addressed envelope. Forms to be returned by 7 November 1977.

OVERSEAS Appointments continued

SPAIN: Vacancies available for the post of Head of the Spanish Section at the British Council, Madrid.

Administration Local Education Authority

CAVENDISH SHIRE: Vacancies available for the post of Head of the CAVENDISH SHIRE Local Education Authority.

HAMPSHIRE CAREERS SERVICE

ADVISERS: Vacancies available for the post of Advisers in the Hampshire Careers Service.

Administration Local Education Authority

CAVENDISH SHIRE: Vacancies available for the post of Head of the CAVENDISH SHIRE Local Education Authority.

HARINGEY EDUCATION SERVICE

EDUCATIONAL ADVISERS (2 Posts) Secondary Education and Multi-Ethnic Education

Applications are invited from suitably qualified and experienced persons for the post of Educational Advisers.

Education Department SPECIALIST CAREERS OFFICER

Salary Scale A.P.5 £4,630 to £4,900 p.a. inclusive. Specialist Careers Officer required for dealing with the careers of young people in the Brent area.

SPECIALIST CAREERS OFFICER: Salary Scale A.P.5 £4,630 to £4,900 p.a. inclusive.

London Borough of BRENT: Applications are invited from suitably qualified and experienced persons for the post of Specialist Careers Officer.

HERTFORDSHIRE COUNTY COUNCIL Education Department PROFESSIONAL ASSISTANT

Applications are invited for this appointment for graduates (men or women) with good teaching experience. This post provides an excellent opportunity for a teacher to enter educational administration.

STRATHCLYDE REGIONAL COUNCIL DEPARTMENT OF EDUCATION COMMUNITY EDUCATION SERVICE

ADULT LITERACY ORGANISER: Applications are invited from suitably qualified persons for the post of Adult Literacy Organiser.

OVERSEAS TEACHING POSTS

ASSISTANT MASTER (PERU): Markham College, Lima. Assistant Master to be in charge of Games and Physical Education and to teach History to 'O' level required for this independent school of 1,000 boys aged five to 18.

TEACHER OF COMMERCIAL SUBJECTS (EGYPT): British Council Teaching Centre, Cairo. To teach office practice, typing, commerce, book-keeping to potential bilingual secretaries, etc.

2 ENGLISH LANGUAGE INSTRUCTORS (OMAN): Ministry of Defence. Duties: to teach English and some basic Arithmetic to members of the Sultan's armed forces.

HEAD OF PRIMARY DEPARTMENT (COLOMBIA): Anglo-Colombian School, Bogota. Independent coeducational day school of 750 pupils aged 4 to 19.

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY SECONDARY SCHOOLS JANUARY 1978

Applications are invited from qualified and experienced Secondary teachers who are at present still free to accept appointment in January, 1978, for vacancies in Service Children's Schools overseas.

SCALES: SCAL 1. Teacher of Science. To teach Nuffield Science over first three years and specialisation in Physics to 'O' level.

Metropolitan Borough of WIRRAL PRINCIPAL ADMINISTRATIVE OFFICER

£5,103-£5,721 + £312 + pay supplement 1977. To work within the Administrative Division of the Education Department.

Cumbria Education: Careers Officer. £2,922 to £3,282 plus supplements to a maximum of £520.

ilea INNER LONDON EDUCATION AUTHORITY Assistant Organiser Nature Study Scheme

Applications are invited for the position of Assistant Organiser who will be responsible, under the Organiser and his Deputy, for the full maintenance of the gardens at some 350 schools, colleges and miscellaneous sites.

THE BRITISH COUNCIL

TEACHER/CO-ORDINATOR ENGLISH DEPARTMENT OF DUTCH SCHOOL: A secondary school in the Netherlands (Eindhoven) seeks contact with teachers holding a Dutch educational certificate.

Very good knowledge of both English and Dutch is essential. Age preferably not under 30. Salary, including allowances, is well above Burnham Scale.

TOYAHN REGIONAL COUNCIL CAREERS OFFICER

CAREERS SERVICES: For the Falkenberg and Mid-Downham careers officers.

WINDSOR GIRLS' SCHOOL: A female teacher required to assist in a range of courses including City & Guilds, Foundation and OCE 'A' level.

KENT County Council Education Department CAREERS SERVICE: CAREERS OFFICERS (2 posts). Salary: £3,096-£3,702 plus supplements to maximum £512 at the Canterbury and Sevenoaks Careers Centre.

DONCASTER METROPOLITAN BOROUGH COUNCIL Education Services: Careers Organiser. £02 £4,689-£4,892, plus £520 supplement.

Borough of South Tyneside DIRECTORATE OF EDUCATION ASSISTANT DIRECTOR OF EDUCATION (SECONDARY EDUCATION): Applications are invited for this third-tier post within the Education Department of this Metropolitan Borough.

Waltham Forest: Applications are invited for the position of Assistant Organiser who will be responsible, under the Organiser and his Deputy, for the full maintenance of the gardens at some 350 schools, colleges and miscellaneous sites.

Applications are invited from suitably qualified and experienced persons for the post of Assistant Organiser. Salary: £3,451.45-£4,010.80 (inclusive of London Weighting and Phase 1 and Phase 2 supplements).

Service Children's Education Authority: Applications are invited from suitably qualified and experienced persons for the post of Educational Advisers.

Applications are invited from suitably qualified and experienced persons for the post of Careers Officer. Salary: £2,922 to £3,282 plus supplements to a maximum of £520.

Applications are invited for this third-tier post within the Education Department of this Metropolitan Borough. The essential requirements for this senior post are a degree and relevant teaching and administrative experience.

Applications are invited for the position of Assistant Organiser who will be responsible, under the Organiser and his Deputy, for the full maintenance of the gardens at some 350 schools, colleges and miscellaneous sites.

STATES OF JERSEY CIVIL SERVICE

Principal Careers Officer

Applications are invited from persons with not less than 5 years' experience in the Careers or Youth Employment Service and a Diploma in Careers Guidance.



ADMINISTRATION Local Education Authorities continued

MILDTON... A full-time educational careers officer to assist the Principal Careers Officer...

The appointment will be for 12 months in the first instance... Further information and application forms from the Principal Careers Officer...

YORKSHIRE REGIONAL EXAMINATIONS BOARD... Applications are invited from persons with relevant experience for the post of Chief Examiner and Moderator...

MIDDLESEX REGIONAL EXAMINATIONS BOARD... Applications are invited from persons with relevant experience and appropriate teaching experience for the post of Chief Examiner in English...

NORTH WESTERN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION... Applications are invited for the post of Chief Examiner in English...

TRAVERS... Applications are invited for the post of Chief Examiner in English...

NORFOLK COUNTY COUNCIL... Applications are invited for the post of Chief Examiner in English...

WILTSHIRE... Applications are invited for the post of Chief Examiner in English...

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SUSSEX... Applications are invited for the post of Chief Examiner in English...

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SUSSEX... Applications are invited for the post of Chief Examiner in English...

General... Applications are invited for various posts...

Child Care... Applications are invited for various posts...

WEST County Council Education Committee County Subject Adviser Technology and Heavy Crafts

KENT County Council Education Department ASSISTANT EDUCATION OFFICER

GRANADA TELEVISION LIMITED EDUCATION OFFICER

CITY OF BRADFORD Metropolitan Council CAREERS OFFICER

CITY OF SHEFFIELD Education Department Senior Adviser for Primary, Middle and Special Education

NATIONAL ASSOCIATION OF BOYS' CLUB General

WILTSHIRE EDUCATION COMMITTEE County Subject Adviser Technology and Heavy Crafts

EDUCATIONAL PUBLISHING SCOTLAND E. J. Arnold & Son Limited, Publishers require an Area Manager

NATIONAL UNION OF TEACHERS APPOINTMENT OF DISTRICT OFFICER

WOLVERHAMPTON EDUCATIONAL COMMITTEE Education Officer

NATIONAL YOUTH BUREAU National Association of Young People's Counselling and Advising Services

UNIVERSITY OF LONDON GOLDSMITHS' COLLEGE Senior Assistant Registrar (Personnel)

WILTSHIRE EDUCATION COMMITTEE County Subject Adviser Technology and Heavy Crafts

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CORNWALL Education Department SCHOOL MEALS ORGANISER

WILTSHIRE EDUCATION COMMITTEE County Subject Adviser Technology and Heavy Crafts

WILTSHIRE EDUCATION COMMITTEE County Subject Adviser Technology and Heavy Crafts

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UPPER 1550

MARKETING ASSISTANT
Global Education, the expanding equipment and
teachbook division of Methuen Education, is
developing an exciting range of teaching aids and
classroom equipment for schools.

RECREATION SUPERVISOR
(Male/Female)
required in Stowmarket Sports Centre.
Applications are invited for this post at the joint provision
scheme situated at Stowmarket High School, which
consists of a Sports Hall, Activities Room, two Squash Courts
and full social provision.

Suffolk County Council
THE OBSERVER
EDUCATION CORRESPONDENT
The Observer needs a full-time Education Correspondent
to provide major news stories, to write
forward-looking and interpretive features, and
to keep all sections, including the Magazine,
informed about educational developments.
The successful candidate is likely, therefore, to be
of proven success in this field. Salary negotiable.

TEACHERS OF EFL
IN BRIGHTON
required: immediately for short intensive
courses for business and professional
people.
Applications are invited for permanent positions
from teachers with a minimum of 2
years' relevant experience. Qualifications
in TEFL and business background or interest
would be an advantage.
Starting salary from £3,480 to £4,440.
Please apply with CV to Director of Studies,
Regent School Executive English Courses,
52 Dyke Road, Brighton BN1 3JB.
Brighton 21771.

MISCELLANEOUS
Appointments
continued
REDBRIDGE
Application for the post of
TEACHER OF ENGLISH in a
Secondary School in the
London Borough of Redbridge.

ENGLISH AS A
FOREIGN LANGUAGE
Representation of free-lance
teachers in the world-wide
market for English as a
Foreign Language (EFL)
teachers is now being
developed by the
International Association
of English as a Foreign
Language (IAEF) teachers.

SALISBURY CATHEDRAL
The Cathedral School, Salisbury,
Wiltshire, is seeking a
teacher of English in the
School for the year 1978-79.
The post is full-time and
requires a degree and
experience in the teaching
of English in a secondary
school.

MANCHESTER CATHEDRAL
The Cathedral School,
Manchester, is seeking a
teacher of English in the
School for the year 1978-79.
The post is full-time and
requires a degree and
experience in the teaching
of English in a secondary
school.

REQUIREMENT FOR
November 1978
The following positions are
available for November 1978:
1. Teacher of English in a
Secondary School in the
London Borough of
Redbridge.

Outdoor Education
ENFIELD
The Enfield Education
Authority is seeking a
teacher of English in the
School for the year 1978-79.
The post is full-time and
requires a degree and
experience in the teaching
of English in a secondary
school.

LAKELAND TRAINING
SCHOOL
The Lakesland Training
School is seeking a
teacher of English in the
School for the year 1978-79.
The post is full-time and
requires a degree and
experience in the teaching
of English in a secondary
school.

English as a
Foreign Language
LONDON ECI
The Education Centre in
London is seeking a
teacher of English in the
School for the year 1978-79.
The post is full-time and
requires a degree and
experience in the teaching
of English in a secondary
school.

NOTTINGHAM
THE UNIVERSITY
SCHOOL OF EDUCATION
DIPLOMA IN EDUCATION
The University of Nottingham
is offering a Diploma in
Education for students who
wish to become teachers.

DIPLOMA IN EARLY CHILDHOOD
EDUCATION
The University of Nottingham
is offering a Diploma in
Early Childhood Education
for students who wish to
become early childhood
educators.

DIPLOMA IN EDUCATION
The University of Nottingham
is offering a Diploma in
Education for students who
wish to become teachers.

DIPLOMA IN MATHEMATICS
The University of Nottingham
is offering a Diploma in
Mathematics for students
who wish to become
mathematics teachers.

DIPLOMA IN TEACHER
EDUCATION
The University of Nottingham
is offering a Diploma in
Teacher Education for
students who wish to
become teachers.

NOTTINGHAM
THE UNIVERSITY
SCHOOL OF EDUCATION
BACHELOR OF EDUCATION
The University of Nottingham
is offering a Bachelor of
Education for students who
wish to become teachers.

EAST ANGLIA
THE UNIVERSITY
SCHOOL OF CHEMICAL
SCIENCE
The University of East Anglia
is offering a Bachelor of
Science in Chemical Science
for students who wish to
become chemists.

LONDON ECI
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The post is full-time and
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PERSONAL
ANNOUNCEMENTS
A PRIVATE ADVANCE
AGENCY REQUIRES
TUTOR
IN ALL MAIN SCHOOLS

FOR LOANS AND
MORTGAGES
OVERSEAS
REPRESENTATIVES FOR
SCHOOL OF ENGLISH
TEACHING

BRIGHTON
THE UNIVERSITY
SCHOOL OF EDUCATION
DIPLOMA IN EDUCATION

CONTRACTS AND
TENDERS
DORSET
COUNTY COUNCIL
The Dorset County Council
is seeking tenders for the
construction of a new
school building.

PERSONAL
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MORTGAGES
OVERSEAS
REPRESENTATIVES FOR
SCHOOL OF ENGLISH
TEACHING

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SCHOOL OF ENGLISH
TEACHING

UNIVERSITY COLLEGE
LONDON
SCHOOL OF EDUCATION
DIPLOMA IN EDUCATION

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REPRESENTATIVES FOR
SCHOOL OF ENGLISH
TEACHING

ENTERTAINMENTS
GUILDHALL SCHOOL OF
MUSIC & DRAMA
The Guildhall School of Music
and Drama is offering
places for the year 1978-79.

FOR SALE AND WANTED
AND
POSTAL SHOPPING
CARPETS FURNITURE
FABRICS
The Carpet Centre is offering
a wide range of carpets,
furniture and fabrics.

INTERNATIONAL
LANGUAGE CLUB
The International Language
Club is offering courses in
various languages.

CHRISTMAS CANTATA IN
POPULAR STYLE
The Church of St. Andrew is
offering a Christmas cantata
in popular style.

SAVE UP TO 45%
ON RECOMMENDED
RETAIL PRICES
The Carpet Centre is offering
a wide range of carpets,
furniture and fabrics.

PERSONAL
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MORTGAGES
OVERSEAS
REPRESENTATIVES FOR
SCHOOL OF ENGLISH
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SCHOOL OF ENGLISH
TEACHING

THE LEVERHULME TRUST
Research Awards 1978
The Leverhulme Trust, through their Research Awards
Committee, offers

(i) FELLOWSHIPS AND GRANTS
The Leverhulme Trust offers
fellowships and grants to
researchers in the United
Kingdom.

(ii) EMERITUS FELLOWSHIPS
The Leverhulme Trust offers
emeritus fellowships to
retired researchers in the
United Kingdom.

(iii) FACULTY FELLOWSHIPS IN EUROPEAN
STUDIES
The Leverhulme Trust offers
faculty fellowships in
European studies to
researchers in the United
Kingdom.

(iv) SENIOR STUDENTSHIPS
The Leverhulme Trust offers
senior studentships to
researchers in the United
Kingdom.

(v) OVERSEAS STUDENTSHIPS
The Leverhulme Trust offers
overseas studentships to
researchers in the United
Kingdom.

(vi) EUROPEAN STUDENTSHIPS
The Leverhulme Trust offers
European studentships to
researchers in the United
Kingdom.

(vii) EUROPEAN STUDENTSHIPS
The Leverhulme Trust offers
European studentships to
researchers in the United
Kingdom.

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FREEHOLD
as a going concern
Owner wishes to retire
Bedford, Hitchin, Ampthill Luton Bristol London

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